



COVID-19 & Distributed Learning

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Webinar Time: 1000-1100 (EDT)

Speakers: Dr. Chris Dede (Harvard's Graduate School of Education)

In response to the COVID-19, there's been a sudden and unprecedented uptake in the use of distributed learning. The Defense sector is no exception. What quick-response capabilities can Defense organizations use, and what pitfalls should they avoid? Join this webinar to hear from experts in technology-enabled learning.

Subject: People believe they need additional resources to transform standard practices, but—when people have extra assets—they use these to do more of the same: old wine in new bottles. Transformation comes primarily when people have no choice, when the current model cannot be sustained and they must do something radically different. Now, civilization is in crisis, and everyone is forced into remote teaching and learning. The issue is whether we will use this opportunity to create a more effective, universal model of instruction based on modern knowledge about learning. If we succeed, when COVID-19 is under control education will not revert to established suboptimal practices, but instead will sustain a “new normal” of universal, blended, personalized, lifelong learning.

“Next generation” models are characterized by moving beyond place-based, time-based learning; by involving many types of people as “teachers” in various life-settings of students; by focusing teaching on participatory, collaborative, guided learning; by infusing deep content rapidly updated as knowledge evolves; and by centering learning on the needs and interests of individual students rather than on a curricular framework or an instructional method. Compared to two decades ago, we have a near-universal, powerful communications infrastructure for developing new models of education: the world-wide web, mobile devices, and social media. In particular, social media enable building online communities for creativity, collaboration, and sharing. This is a proven, engaging method of group-based learning, with apps tailored for different objectives, topics, preferences in how to learn, and developmental stages. The design of new models for formal education should be based in part on the devices and media people already are using for informal learning. Tactical investments to resolve the immediate crisis should include strategic experiments to invest in a better future.

Audience: Anyone in the distributed learning community looking for quick-response capabilities in light of COVID-19-related challenges.

How: Virtual using GoToWebinar. Use the link below to register for the webinar and reserve your virtual seat.

<https://attendee.gotowebinar.com/register/2836790983615466251>

Speaker Biography: Chris Dede is the Timothy E. Wirth Professor in Learning Technologies at Harvard's Graduate School of Education (HGSE). His fields of scholarship include emerging technologies, policy, and leadership. From 2001-2004, he was Chair of the HGSE department of Teaching and Learning. In 2007, he was honored by Harvard University as an outstanding teacher, and in 2011 he was named a Fellow of the American Educational Research Association. From 2014-2015, he was a Visiting Expert at NSF, Directorate of Education and Human Resources.

Chris has served as a member of the National Academy of Sciences Committee on Foundations of Educational and Psychological Assessment, a member of the U.S. Department of Education's Expert Panel on Technology, and a member of the 2010 National Educational Technology Plan Technical Working Group. In 2013, he co-convened a NSF workshop on new technology-based models of postsecondary learning; and in 2015 he led two NSF workshops on data-intensive research in the sciences, engineering, and education. Chris also was an International Steering Committee member for the Second International Technology in Education Study, and he has participated in technology-based learning initiatives for various Global South countries. He leads the adult capacity building strand of the Reaching Every Reader initiative at Harvard and MIT. His co-edited books include: *Scaling Up Success: Lessons Learned from Technology-based Educational Improvement*; *Digital Teaching Platforms: Customizing Classroom Learning for Each Student*; *Teacher Learning in the Digital Age: Online Professional Development in STEM Education*; *Virtual, Augmented, and Mixed Realities in Education*; *Learning engineering for online education: Theoretical contexts and design-based examples*; and *The 60-Year Curriculum: New Models for Lifelong Learning in the Digital Economy*.

Questions: If you have any questions about the webinar, please contact the Technical Webinar Coordinator, Liz Bradley, at elizabeth.bradley.ctr@adlnet.gov.